

Release Notes

AEA Special Education Procedures & Documentation Guide (July 1, 2011)

Procedure Manual Release Notes


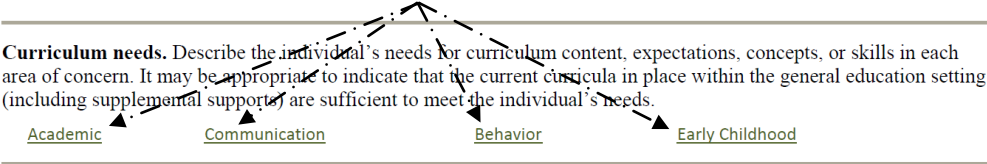
Topic (Manual pages)	Notes
Child Find (pp. 6-60)	Changes to the Educational Evaluation Report (EER) are detailed in the Documentation Guide (see below). However, no changes have been made to the Procedures Manual text for the July 1, 2011 edition.

Topic (Manual pages)	Notes
Accessible Instructional Materials (pp. 98-99)	The Instructional Materials Center (IMC), a part of the Iowa Library for the Blind and Physically Handicapped at the Iowa Department for the Blind (IDB), is charged with providing accessible instructional materials (AIM) for students who have print-disabilities. Information has been added to the procedure manual detailing the process of acquiring materials from the IMC.

Topic (Manual pages)	Notes
Special Education Records (pp. 282-296)	<p>This section of the manual has been significantly reorganized and revised. Points of emphasis:</p> <p>Personal working notes, sole possession records, etc. Text was revised to communicate that the “sole possession” exception is very narrow. The federal Family Policy Compliance Office (FPCO) has regulatory authority regarding FERPA requirements. FPCO has stated “the exclusion of ‘sole possession’ records from the definition of ‘education records’ in FERPA does not apply to detailed or comprehensive notes that record specific clinical, educational or other services provided to a student, or that record direct observations or evaluations of student behavior, including a student's success in attaining specified objectives, whether or not these records have been shared with another individual.” Also, once a record or any personally identifiable information that it contains has been revealed to others (incorporated in a report, IEP or other document; shared verbally, by email or any other means with colleagues, parents, the IEP team, or other persons; the “sole possession” exception no longer applies.</p> <p>Disclosure without parental consent. The manual details the circumstances when personally identifiable information may be disclosed without parental consent.</p> <p>Records destruction. The AEA Directors of Special Education have agreed to use the same records destruction procedures:</p> <ul style="list-style-type: none"> • AEA's will use the <i>Notice of Area Education Agency Special Education Records Destruction</i> to notify parents and students who are age of majority or will be age of majority within the next five years that records will be maintained for five years and then destroyed • AEA's will make reasonable efforts to identify all of the special education records of individuals whose records are to be destroyed (assessment protocols, CBM probes, etc. that were a part of an evaluation, included) • AEA's may destroy duplicate records (e.g., a speech pathologist's copy of an IEP, support staff copy of an EER) at any time if an original or copy of the record is maintained until no longer needed (<i>Rules</i> require maintaining records for five years)

Documentation Guide Release Notes

Topic (Manual pages)	Notes
Revision (already)	The March 1, 2011 edition of the Documentation Guide included changes that had been made in December 2010 to the Web IEP program related to Early Childhood LRE worksheets. Some related text, however, was not changed and this error was carried forward into the July 1, 2011 edition. The cover of the corrected version will read: July 1, 2011 (revised)

Topic (Doc. Guide pages)	Notes
Organization (All pages)	<p>The parent document to the Documentation Guide was created in 2002 by the Northwest AEA Cooperative. In all of its past iterations, the Guide's formatting anticipated a printed document with directions on the left (even-numbered pages) and forms on the right (odd-numbered pages). As the Documentation Guide is now far less frequently printed, it has been revised for ease of electronic navigation. In the new organization, a form comes first, with directions and guidance on following pages. Links within the form take the user to the directions and guidance. In the example below, clicking on the link, "TYPE" takes the user to text related to IEP meeting types.</p> <div style="text-align: center;">  <h3><i>Individualized Education Program</i></h3> </div> <p style="text-align: center;"> DATE: ____ / ____ / ____ TYPE: <input type="checkbox"/> Initial <input type="checkbox"/> Review </p> <p>↓</p> <p>Type of IEP meeting: (See AEA Special Education Procedures Manual for additional information)</p> <p>Initial: An initial full and individual evaluation has been completed; eligibility has been determined. The first IEP for this eligible individual is being developed.</p> <p>Review: All parts of a previously written IEP are being reviewed and may be revised and updated. A review of an IEP must be held within one year of the date of the current IEP.</p> <p>Reevaluation: (Refer to Page R of the IEP for further directions.) The AEA's full and individual reevaluation process has been completed and the IEP team has determined whether or not more information is needed. A previously written IEP is being rewritten. A reevaluation IEP <i>must</i> include responses to six specific questions contained on Page R. This new IEP must be reviewed within one year of the date of this IEP meeting. The reevaluation process must be completed within three years of the date of this IEP meeting.</p> <p style="text-align: right;"> Page A Table of Contents </p> <p>↓</p> <p>Links are provided within the directions and guidance pages to navigate to the form the user has left, related forms (e.g., Page 2 of a multipage form) and to the Table of Contents.</p> <p>The EER directions and guidance include links to four EER samples:</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Please email David.Happe@iowa.gov if you discover inactive links in the Documentation Guide.</p>

Topic (doc. guide pages)	Notes
Education Evaluation Report (EER) (pp. 14-26) Education Evaluation Report (EER) samples (pp. 155-189)	<p>The state-wide Educational Evaluation Report (EER) form has been significantly redesigned to better support adequate documentation of the Progress, Discrepancy, and Need components of eligibility determination. Each performance domain under consideration in the Full and Individual Initial Evaluation will require analysis of progress and discrepancy.</p> <ul style="list-style-type: none"> Progress section: Specific question prompts document the supplemental or intensified instruction provided and analysis of progress data from such instruction. Comparison with peer performance or expectations is a critical component. Discrepancy section: A table has been added to reflect discrepancy data in a reader friendly format. Summarizing questions describe the significance of the discrepancy from peers or expectation and how unique the individual's performance is when compared to a peer group. Need section: Student needs in the areas of instruction, curriculum, environment and learner supports. A summative question describes which of those needs, if any, exceed the capacity and obligation of general education alone. <p>In the Spring of 2010-2011, several AEAs piloted the new EER form. Statewide adoption is scheduled for November 1st, 2011. The form, directions and guidance & samples in the areas of academics, communication, behavior and early childhood have been finalized and are reflected in the Documentation Guide.</p>

Topic (doc. guide pages)	Notes
District-wide assessment (pp. 86, 88-89)	<p>Past versions of the IEP focused the discussion of district-wide assessment on the Iowa Tests (i.e., assessments used to measure annual yearly progress (AYP) for public reporting and accountability purposes. The Web IEP has been modified to reflect that AYP assessments may be different by subject area.</p> <p>Will this student participate in district-wide assessments (DWA)?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No, not yet school-age <input type="checkbox"/> No, student is incarcerated in an adult correctional facility</p> <p>If yes, indicate how this individual will participate in district-wide assessments for Adequate Yearly Progress (AYP) in:</p> <p>Reading: <input type="checkbox"/> Standard assessment (ITBS, ITED) <input type="checkbox"/> Iowa Alternate Assessment</p> <p>Math: <input type="checkbox"/> Standard assessment (ITBS, ITED) <input type="checkbox"/> Iowa Alternate Assessment</p> <p>Science: <input type="checkbox"/> Standard assessment (ITBS, ITED) <input type="checkbox"/> Iowa Alternate Assessment</p> <p>The standard assessment will be given: <input type="checkbox"/> with accommodations <input type="checkbox"/> without accommodations</p> <p>The district-wide assessment requirements of IDEA relate to AYP assessments, but also to other assessments administered to all students at given grade levels (e.g., universal screenings, diagnostic reading assessments, vocational interest batteries, etc.). The following prompts have been added to the Web IEP:</p> <p>Non-AYP district-wide assessments will be given:</p> <p><input type="checkbox"/> with accommodations <input type="checkbox"/> without accommodations <input type="checkbox"/> through an alternate assessment</p> <p>If with accommodations, describe accommodations necessary to measure academic achievement and functional performance</p> <hr/> <p>An "alternate" in the context of non-AYP district-wide assessments means a process of evaluation that accomplishes the same purpose. For example:</p> <p>All transition-aged students have IEPs that document student preferences and a post-secondary expectation for working. The purpose of a vocational interest assessment might be accomplished through the same process that is used to develop the IEP (e.g., transition assessment tools, interviews with the student and those knowledgeable about the student, etc.).</p> <p>A school's K-3 diagnostic assessment may not be accessible to a visually impaired student, even with accommodations. The student's literacy skills must be assessed in some other way. Specialists working with the student will be able to assist in identifying assessment processes.</p>